

About The New England Common Assessment Program

This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-



choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

This report contains a variety of school-and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2009 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2009-2010

School Results

School: Presque Isle Middle School

District: RSU 79 / MSAD 01

Code: 1196-1465



Fall 2009 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2009-2010

Grade Level Summary Report

School: Presque Isle Middle School
 District: RSU 79 / MSAD 01
 State: Maine
 Code: 1196-1465

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	149			151			14,466			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	149	149		149	149		14,100	14,115		100	100		99	99		97	98	
Students not tested in NECAP																		
State Approved	0	0		2	2		246	236		0	0		1	1		2	2	
Alternate Assessment	0	0		2	2		204	200		0	0		1	1		1	1	
First Year LEP	0	0		0	0		8	0		0	0		0	0		0	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		34	36		0	0		0	0		0	0	
Other	0	0		0	0		120	115		0	0		0	0		1	1	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	149	0	0	149	21	14	82	55	35	23	11	7	846	149	14	55	23	7	846	14,100	15	54	24	7	846
MATH	149	0	0	149	28	19	69	46	29	19	23	15	843	149	19	46	19	15	843	14,115	16	43	21	19	842
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



Fall 2009 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2009-2010

Reading Results

School: Presque Isle Middle School
 District: RSU 79 / MSAD 01
 State: Maine
 Code: 1196-1465

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

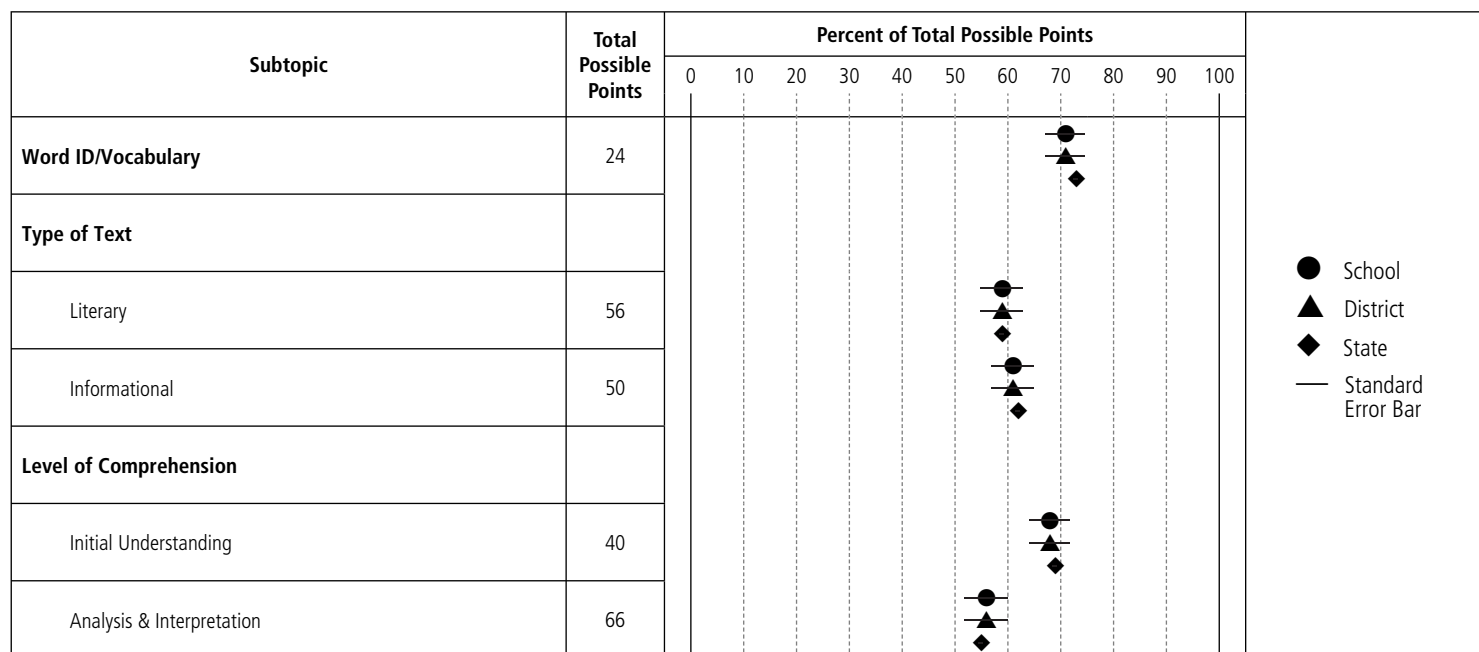
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total	149	0	0	149	21	14	82	55	35	23	11	7	846
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	151	2	0	149	21	14	82	55	35	23	11	7	846
STATE 2007-08 2008-09 2009-2010 Cumulative Total	14,466	246	120	14,100	2,092	15	7,584	54	3,377	24	1,047	7	846





Fall 2009 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2009-2010

Disaggregated Reading Results

School: Presque Isle Middle School
 District: RSU 79 / MSAD 01
 State: Maine
 Code: 1196-1465

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	149	0	0	149	21	14	82	55	35	23	11	7	846	149	14	55	23	7	846	14,100	15	54	24	7	846
Gender																									
Male	72	0	0	72	9	13	40	56	14	19	9	13	846	72	13	56	19	13	846	7,116	10	52	29	10	844
Female	77	0	0	77	12	16	42	55	21	27	2	3	847	77	16	55	27	3	847	6,984	20	56	19	5	848
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	5	0	0	5										5						115	10	40	43	8	842
Asian	0	0	0	0										0						256	23	53	17	6	848
Black or African American	2	0	0	2										2						416	8	41	30	21	840
Hispanic or Latino	1	0	0	1										1						146	12	45	27	16	843
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	141	0	0	141	19	13	80	57	33	23	9	6	847	141	13	57	23	6	847	13,167	15	54	24	7	846
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						294	3	34	34	29	836
Former LEP student - monitoring year 1	0	0	0	0										0						11	9	91	0	0	851
Former LEP student - monitoring year 2	0	0	0	0										0						17	35	65	0	0	854
All Other Students	148	0	0	148	21	14	82	55	34	23	11	7	846	148	14	55	23	7	846	13,778	15	54	24	7	846
IEP																									
Students with an IEP	24	0	0	24	0	0	2	8	15	63	7	29	832	24	0	8	63	29	832	2,116	1	22	44	33	833
All Other Students	125	0	0	125	21	17	80	64	20	16	4	3	849	125	17	64	16	3	849	11,984	17	59	20	3	848
SES																									
Economically Disadvantaged Students	73	0	0	73	4	5	39	53	23	32	7	10	843	73	5	53	32	10	843	5,576	7	49	32	12	842
All Other Students	76	0	0	76	17	22	43	57	12	16	4	5	850	76	22	57	16	5	850	8,524	20	57	19	4	849
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	149	0	0	149	21	14	82	55	35	23	11	7	846	149	14	55	23	7	846	14,096	15	54	24	7	846
Title I																									
Students Receiving Title I Services	36	0	0	36	0	0	15	42	16	44	5	14	838	36	0	42	44	14	838	971	6	44	40	9	841
All Other Students	113	0	0	113	21	19	67	59	19	17	6	5	849	113	19	59	17	5	849	13,129	15	54	23	7	846
504 Plan																									
Students with a 504 Plan	0	0	0	0										0						328	9	59	27	5	845
All Other Students	149	0	0	149	21	14	82	55	35	23	11	7	846	149	14	55	23	7	846	13,772	15	54	24	7	846

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2009 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2009-2010

Mathematics Results

School: Presque Isle Middle School
 District: RSU 79 / MSAD 01
 State: Maine
 Code: 1196-1465

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

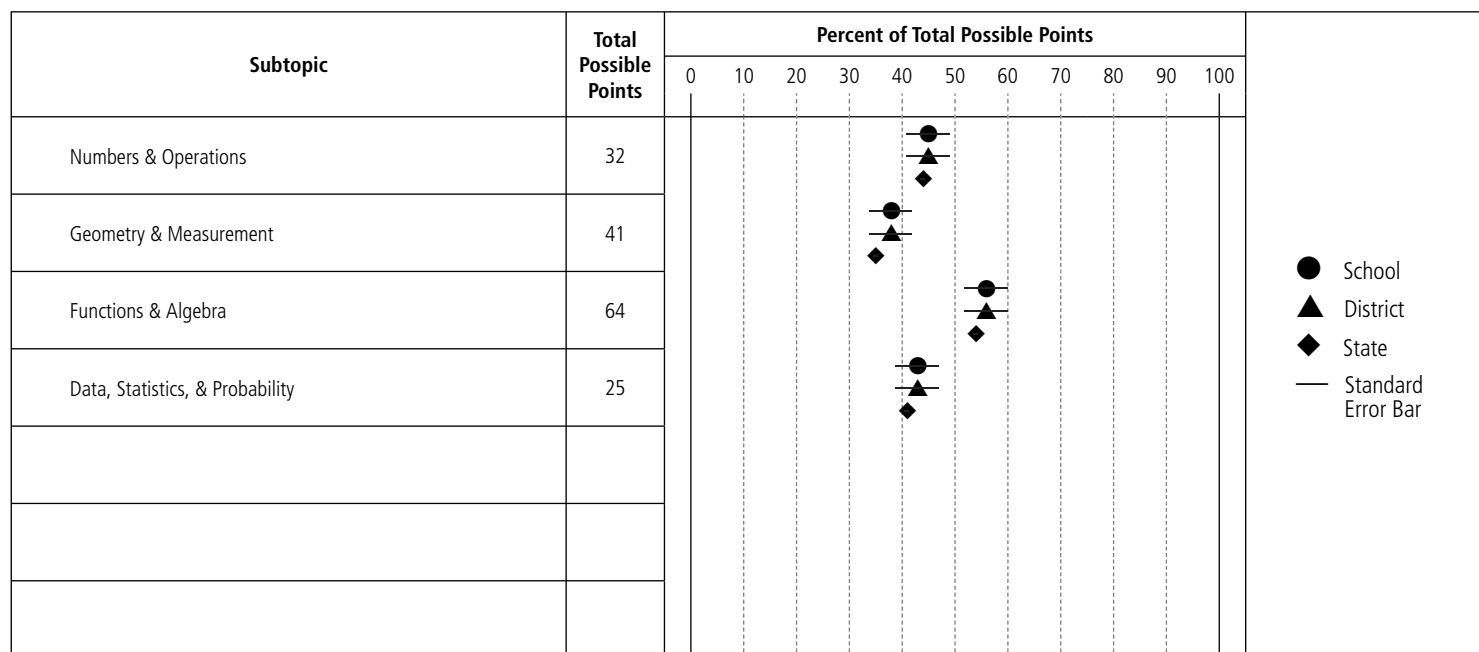
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total	149	0	0	149	28	19	69	46	29	19	23	15	843
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total	151	2	0	149	28	19	69	46	29	19	23	15	843
STATE 2007-08 2008-09 2009-2010 Cumulative Total	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842





Fall 2009 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2009-2010

Disaggregated Mathematics Results

School: Presque Isle Middle School
 District: RSU 79 / MSAD 01
 State: Maine
 Code: 1196-1465

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	149	0	0	149	28	19	69	46	29	19	23	15	843	149	19	46	19	15	843	14,115	16	43	21	19	842
Gender																									
Male	72	0	0	72	16	22	32	44	12	17	12	17	843	72	22	44	17	17	843	7,132	17	42	20	20	842
Female	77	0	0	77	12	16	37	48	17	22	11	14	842	77	16	48	22	14	842	6,983	15	44	23	18	842
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	5	0	0	5										5						114	9	37	23	32	838
Asian	0	0	0	0										0						261	25	44	18	14	844
Black or African American	2	0	0	2										2						426	5	29	26	40	835
Hispanic or Latino	1	0	0	1										1						148	11	36	23	29	839
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	141	0	0	141	27	19	67	48	26	18	21	15	843	141	19	48	18	15	843	13,166	16	44	21	18	842
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						313	3	20	27	50	832
Former LEP student - monitoring year 1	0	0	0	0										0						11	18	82	0	0	847
Former LEP student - monitoring year 2	0	0	0	0										0						17	35	47	18	0	848
All Other Students	148	0	0	148	28	19	69	47	29	20	22	15	843	148	19	47	20	15	843	13,774	16	44	21	18	842
IEP																									
Students with an IEP	24	0	0	24	0	0	2	8	9	38	13	54	830	24	0	8	38	54	830	2,116	2	15	23	60	831
All Other Students	125	0	0	125	28	22	67	54	20	16	10	8	845	125	22	54	16	8	845	11,999	19	48	21	12	844
SES																									
Economically Disadvantaged Students	73	0	0	73	11	15	27	37	18	25	17	23	840	73	15	37	25	23	840	5,584	7	38	27	29	838
All Other Students	76	0	0	76	17	22	42	55	11	14	6	8	845	76	22	55	14	8	845	8,531	22	47	18	13	844
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	149	0	0	149	28	19	69	46	29	19	23	15	843	149	19	46	19	15	843	14,111	16	43	21	19	842
Title I																									
Students Receiving Title I Services	36	0	0	36	0	0	10	28	14	39	12	33	835	36	0	28	39	33	835	976	6	30	32	32	837
All Other Students	113	0	0	113	28	25	59	52	15	13	11	10	845	113	25	52	13	10	845	13,139	17	44	21	18	842
504 Plan																									
Students with a 504 Plan	0	0	0	0										0						328	12	43	22	23	841
All Other Students	149	0	0	149	28	19	69	46	29	19	23	15	843	149	19	46	19	15	843	13,787	16	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.